

Exemplars scored with the Holistic Rubric Based on 6 Traits of Writing.

Prompt: Set 1

Writing

DIRECTIONS:

Read the writing prompt below. Use the space on this page for your prewriting activity. Then write your first draft on the following two pages.

Your school cafeteria wants to increase the number of food choices for students. Think about foods that you enjoy eating.

Write a persuasive essay about three foods you would like to add to the menu.

Your essay should:

- Include a thesis statement.
- Have a developed point of view with convincing support.
- Have an introduction, body, and conclusion.

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Writing is a summative test of writing that is scored holistically. The prompt is revealed only at the time of testing. The student responses are produced in one sitting without any outside assistance during the writing process. Other than consulting a dictionary or a thesaurus, the student is writing entirely on his or her own. The AIMS score offers a snapshot of how well the student writes to the cold prompt on that day. Students who have the opportunity to write often in many different settings will better demonstrate the skills they have learned when they respond to the AIMS prompt.

The holistic rubric used for scoring AIMS Writing is based on the 6 Traits of Writing used as a teaching tool in Arizona classrooms. Strand 2 of the Academic Writing Standard is also based on the 6 Traits of Writing. In the classroom, teachers can focus on one or more traits according to their lesson plans, score writing for individual trait(s), and offer constructive feedback on the trait(s) to each student. Teaching writing at any level requires specific feedback, and using the 6 Traits of Writing is an excellent way to assist students in recognizing their strengths and weaknesses throughout the school year.

Scoring for AIMS with the holistic rubric emphasizes the traits that are most important for recognizing good writing. Ideas, content development, and organization are the heart of any piece of writing. Without clear, focused ideas developed logically with supporting details, a paper will not communicate the intended message. Voice, word choice, and fluency are the next most important elements of a written response. With appropriate vocabulary and the crafting of sentences, the writer can enhance ideas and connect with his or her audience, whether formally or informally. Conventions are also important, but even with good skills in conventions, a response will not communicate well without the other qualities.

Each of the following papers is assigned a score from 1 to 6. A score point 1 paper is inferior, as score point 2 paper is poor, a score point 3 paper is inadequate, a score point 4 paper is appropriate and acceptable, a score point 5 paper is excellent and skillful, and a score point 6 paper is sophisticated and skillful. Perfect papers do not exist; therefore, even those that score 5 or 6 will have some errors.

HOLISTIC RUBRIC BASED ON 6 TRAITS OF WRITING

<p>SCORE POINT 6</p> <p>Response is sophisticated and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. • effective and/or creative use of a wide range of conventions with few errors. 	<p>SCORE POINT 5</p> <p>Response is excellent and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant details. • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors. 	<p>SCORE POINT 4</p> <p>Response is appropriate and acceptable in written communication, demonstrated by</p> <ul style="list-style-type: none"> • ideas adequately developed with a clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but sometimes predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
<p>SCORE POINT 3</p> <p>Response is inadequate in written communication, demonstrated by</p> <ul style="list-style-type: none"> • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words; sentences that may sound mechanical, although simple constructions are usually correct. • limited control of standard conventions with significant errors. 	<p>SCORE POINT 2</p> <p>Response is poor in written communication, demonstrated by</p> <ul style="list-style-type: none"> • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; many sentences that begin with repetitive noun + verb pattern. • lack of audience awareness. • little control of basic conventions resulting in errors impeding readability. 	<p>SCORE POINT 1</p> <p>Response is inferior in written communication, demonstrated by</p> <ul style="list-style-type: none"> • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

At our School we have to pick what we want to eat
 At school. So I me riteing this stuff to tell the cnatev. So I
 can tell what we like. AS kind like Prize boxes for
 The morning kinds will like to eat in the morning and
 it won go to waste and for lunch we will like stack it
 is good to in well full as up so we do don't get huger
 by the end of the day and lot of kinds will like
 to eat at school mor and nat bring a lunch box.
 And you can make mor mixes for the school kinds
 like Beef tolar lesdesa and tomdow!! If you make
 good stuff max you can make mor mixe so refs
 can come and eat to and if you see pop
 you can make a lot of money to sale pop at
 lunch time ok. BX.

The response has a lack of ideas and sequencing. The purpose seems to be something about “pick what we want to eat at school.” However, the organization does not present a coherent development of any ideas. The message has awkward sentences (“So I me riteing this stuff to tell the cnatev.”) that do not permit oral reading. There is no beginning or ending. Words, those the reader can read, demonstrate limited vocabulary. Conventions have frequent errors.

This paper is not a 2 because there is no sequencing and the ideas are unclear. No audience awareness is shown.

I think our School Cafeteria
Should have pizza, fries, and hotdogs
because people like that and not the
nasty Cafeteria food that they give you.
Some of the Cafeteria food is good,
but not like pizza, fries, and hotdog.
I like that food a lot and so
do the other kids so all we ask
for is our food not the Cafeteria's.
If we can we can start next week
and if we can't we wont eat your
food at all. So all we ask for is
pizza, fries, and hotdogs. We can have
it once a week. Thank you for
the food very much.

The writing has no beginning, and the ideas are simplistic. "... pizza, fries, and hot dogs because people like that and not the nasty cafeteria food that they give you." The repetitive (like, can, food) and monotonous word choice detracts from the message. Words are strung into rambling sentences. "If we can we can start next week and if we can't we wont eat your food at all." While there is an ending, the best holistic score for this paper is 2.

The response is not a 1 because simplistic but unclear ideas are presented and there is an ending. It is not a 3 because there is no development of the ideas to create an understanding of the message.

Three foods that I would choose for the cafeteria would be food you don't normally eat in a cafeteria. All different kinds of food like Chinese food, Mexican food, or our own food like Tacos, pizzas and spaghetti. These foods I would recommend.

I recommend the foods because I like them a lot. The three foods that I would recommend are orange chicken, burritos, and tacos. I recommend these because they are my favorite food and I like to eat it and if you consider you might like it too.

The food I consider is special. It is special because you don't eat it in the cafeteria. Also it's something that the school is not choosing.

If you consider this food you will be sure to enjoy it. I think the food is good and I hope you consider having the three foods in the cafeteria for more choices.

Grade 7

Score Point 3b (Set 1)

The response has both a beginning and an ending, but they are underdeveloped. The ideas (three new foods) are understood but they are not presented effectively. “All different kinds of food like chinese food, Mexican Food, or our own food like Tacos, Pizza, and spaghetti.” “I reccomend the foods because I Like them a lot.” Repetitive transitional devices (because) and developmental details often leave information gaps. “The food I consider is special. It is special because you don’t eat it in the cafeteria. Also it is sometimes that the school is not choosing.” Monotonous words are used (all kinds, would reccomend, I would, I like, I think, I hope) and sentences sound mechanical. There is limited control of conventions.

The paper is not a 2 because there are attempts to organize and there are both a beginning and an ending. It is not a 4 because the presentation of ideas is not clear or coherent. The word choice is not functional and sentences are not varied.

Cafeteria Lunches - A New Look

With each school day that passes, there is the typical lunch, but I would like to add three things to that menu. I would add cheeseburgers, carrot sticks, and cherry pie to make a whole new meal for the cafeteria. Even though it would cost more money to buy the food, I believe that it could be done. It would be a treat to have cheese on our burgers, cherry in our pies, and the crunch of fresh carrots for lunch.

I believe cheeseburgers should be added to the menu because we only get plain burgers that are sometimes bland. I believe carrots should be added to the menu because they are healthy and tasty. I believe cherry pie should be added to the menu because it is very good. With hard work I think we could get the items and make the cafeteria a new meal to serve.

Even if we don't get the new lunch meal, I can say I tried. School lunches have probably been the same for a long time and

Someone might not want to change things. For those people people, they may not like change, but change can sometimes be good. So, if we don't get the cheese burgers, carrots, and cherry pie, we won't be able to experience a new look at cafeteria lunches.

The response has both a beginning and an ending but they are weak. The ideas are clear; however, they are not supported with details and explanation, but they are often just repeated. The order and structure are formulaic. Both paragraphs one and two list the three foods in order with weak and repetitive support. The transition sentence at the end of paragraph one offers some promise and is creatively placed for transitioning to the body. "It would be a treat to have cheese on our burgers, cherry in our pies, and the crunch of carrots for lunch." However, the next paragraph offers nothing new to the reader. The third paragraph seems to be misplaced with the details not appearing to be part of the previous two. Simplistic ideas are understood but do not create audience awareness or a connection between the writer and reader. Words are functional; sentences are correct and do have some variety. Control of standard conventions is demonstrated.

The paper is not a 3 because the writer's ideas are clear, if not developed well. Word choice is functional and sentences are varied. It is not a 5 because the lack of details do not present a thorough and balanced development of the topic. The beginning is not inviting and the ending does not create a satisfying closure.

If food will be added to the menu, let the food have variety. More customers will come, drawn by a certain food, and they will stay as long as there is something to entice their hunger. Try to bring food styles together, and people will follow.

My first proposal is that you join breakfast and lunch with scrambled eggs. With a light, buttery taste and a pinch of salt, breakfast lovers will come crowding in to get a plate. Scrambled eggs could make a nice healthy addition to the otherwise bland, greasy world of pizza and hamburgers a school cafeteria usually bears.

My next thought involves deli cuisine, the original club sandwich. This crispy meal will lure many customers that don't fully appreciate unique style into the lunch line. This meal also offers a low production cost along with another healthy choice for a modern school. A meal like this could be as simple as a BLT (Bacon, Lettuce and tomato) or as complex as a ten layer monster of a sandwich.

The last, but definitely not least, would have to be the enchilada. This interesting dish reflects on the ever-growing influence of Southern culture in the United States. This dish will sate the hunger of

many spice lovers and it will pique the interest of many average students because of how it harbors so many different tastes, and yet, is only one item.

These three dishes are just what I think this school needs. With a menu like this, who knows, people might come in off the street asking for food or kids might send thank you notes for the wonderful food! My only goal is to get more kids anxious for school food and maybe lessen the number of children bringing their own food. If you use just one of my ideas, I would be grateful. I think this school deserves a good change.

The response demonstrates clarity, focus, and control in topic development. The exploration uses relevant details and is thorough. "Scrambled eggs could make a nice healthy addition to the otherwise bland, greasy world of pizza and hamburgers a cafeteria usually bears." "My next thought involves deli cuisine, the original club sandwich." "This meal also offers a low production cost along with another healthy choice for a modern school." "This dish will sate the hunger of many spice lovers and it will pique the interest of many students . . ." The beginning is inviting and the ending offers closure. Transitions are a bit formulaic ("My first proposal," "My next thought," and "The last, but definitely not least,"), but show some originality. The broad range of words and phrases used is recognized ("drawn by a certain food," "bland, greasy world," "lure," "reflects," "sates," "pique the interest," and "harbors"), but at least two are not quite correctly used and create a bit of confusion for the reader ("entice their hunger" and "anxious for school food"). Sentences are varied and sound natural ("If food will be added into the menu, let food have variety." "This crispy meal will lure many customers that don't fully appreciate unique style into the lunch line."). There is commitment to the topic ("I think this school deserves a good change."). Conventions are effective although a wide range is not demonstrated.

The response is not a 4 because it has more than adequate development and the words are beyond functional. Details are not general. The paper is not a 6 because the exploration lacks depth, and details, while relevant, are not rich. The beginning is not creative, although there was an attempt at doing so that was unsuccessful. The interaction between the writer and reader does not demonstrate sustained commitment. A wide range of conventions is not evident.

When you think about the words cafeteria food, your first impression is bad food. Whether you think that because of the bouncing hot dogs, or the raw meat, the point is that it's not your first choice of food. Since nobody likes cafeteria food I think cafeterias should do something about it. I think they should broaden their menu, and add new and exciting foods to the menu.

The first thing I think they should do is start adding fruit with all the meals. Fruit is a natural sugar, so instead of serving up those fatty cakes, or high sugar jello, give them a nice fruit salad, filled with succulent strawberries, snappy oranges, crisp apples, and tasty grapes. This highly nutritious combo will be very yummy and a number one hit with the students!

To go with the gorgeous fruit salad, you can also add some lustrous macaroni and cheese. This incredibly good lunch food will be getting columns of students lined up for it. Not only will this start making a lovely amount of profit for you but it will also go beautifully with the new fruit salad that you're going to add to your menu. Make sure that your macaroni isn't swimming in cheese sauce. You do of course need a well balanced meal (which includes some fat), so a little bit of fat wouldn't go amiss in this lovely meal. These wonderful noodles will slide down the students' throats, and when

They taste this beautiful meal they will forever wish that they had never ever doubted the cafeterias Food. This new meal added to your menu will forever redeem cafeteria food, so when the students go home instead of saying "Please pack me a lunch." They will run home to their parents, begging for money so that they can buy this new meal.

While these two meals will appeal greatly for the students eating lunch what about the students who come early for breakfast? They have to munch on cold French Toast sticks. How about adding some Nutri-grain Bars? This healthful morning snack will lighten up those forlorn breakfast eaters and put a spring in their step. This is a part of breakfast that students wont wrinkle their noses at and throw into the garbage can before even touching it. This wonderful morning snack will perk up students, so that they are on the balls of their feet eager to learn, instead of those sullen teenagers that troop into your classroom every day.

For all of the reasons above, I think that you should start adding to your menu. Not only to give students a good meal so they are ready to learn but also just to have more variety.

Score Point 6c (Set 1)

The response is developed and organized with exceptional clarity, focus, and control. “. . . add new and exciting foods to the menu.” “Fruit is a natural sugar, so instead of serving up those fatty cakes, or high sugar jello, give them a nice fruit salad . . .” The strong beginning engages the reader, and the satisfying conclusion ends the paper without being formulaic. The organization is controlled: “to go with the gorgeous fruit salad, . . .” “while these two meals . . .” “Not only will this . . .” “. . . so when students go home, . . .” “How about adding some Nutrigrain Bars?” Details are relevant and credible: “This highly nutritious combo will be very yummy and a number one hit with the students!” “Not only will this start making a lovely amount of profit for you but it will also go beautifully with the new fruit salad . . .” and show insight “This is a part of breakfast that students won’t wrinkle their noses at and throw into the garbage can before even touching it.” Words, for the most part, demonstrate specific and careful choice: “bouncing hot dogs,” “succulent strawberries, snappy oranges, crisp apples, and tasty grapes,” “Swimming in cheese sauce.” “Slide down the students throats,” “forever redeem,” “lighten up those forlorn breakfast eaters and put a spring in their step,” “on the balls of their feet, eager to learn,” “sullen teenagers that troop into your classroom.” There is intentional and committed interaction between the writer and reader, using rhetorical questions to directly address the audience. Conventions are effective with the most noticeable errors in internal punctuation. The large exclamation point is an instance of creative use.

The response is not a 5 because of the audience interaction, the insight, and the focus in development.